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amphibians, reptiles, birds, and mammals complete the series. Each chapter takes one member of a group, and studies its habitat and distribution, external plan of structure, the various systems of organs, and its relation to its environment. Its allies are then discussed more rapidly, and the whole is ended by a definition of the class to which the types belong. The plan adopted by the authors seems not only interesting, but educationally wholesome. Most of the illustrations are original, many of them are from photographs of living animals or mounted specimens; and they all picture admirably the desired points.

UNIVERSITY OF CHICAGO

ROBERT W. HEGNER

A Course in Narrative Writing. By GERTRUDE BUCK, Ph.D., Associate Professor of English in Vassar College, and ELIZABETH WOODBRIDGE MORRIS, Ph.D., New York: Henry Holt & Co., 1906. Pp. ix+200.

Every serious student of literature admires the excellent series of books written by Miss Gertrude Buck—two of them written in collaboration with Dr. Elizabeth Woodbridge Morris—on Narrative, Argumentative, and Expository Writing. The first-named of these books, *A Course in Narrative Writing*, by Miss Buck and Mrs. Morris, is equally as good as the other volumes in the series, and makes a distinct and scholarly contribution to the subject. This book treats the subject almost exclusively from the point of view of structure, considerations of detailed rhetorical principles receiving very little attention. Structural analysis is based largely on *Robinson Crusoe*, *The Vicar of Wakefield*, *Pride and Prejudice*, *The Mill on the Floss*, *Treasure Island*, and *The Rise of Silas Lapham*. These excellent narratives form an admirable basis for full and adequate discussions on "The Structure of the Story," "Finding the Story," "The Point of View," "The Beginning and the End of the Story," "Scenes and Transitions," "Character Drawing," and "The Setting, Names, and Titles." Each of these topics is treated in such logical order and with such illuminating discrimination that one can give unreserved praise to the authors for a thoroughly interesting and highly valuable treatise on narrative forms.

But what is the purpose of the book? The authors assert that "the treatment of the subject in these pages is designed for students of college age, though advanced pupils in good secondary schools ought to be capable of using it intelligently." However true this assertion may be regarding college students the statement in regard to its use in secondary schools—even "good" ones—is overstrained. There is hardly a page in the book that does not call for a wealth of reading or a depth of knowledge of life entirely beyond the secondary-school pupil's experience in books and life. As a matter of fact, some of the material, especially the "Exercises," are broad and general enough for a thesis for the second or even the third college degree. An instance in point is the exercise: "Examine somewhat thoroughly the work of any one writer of fiction, and attempt to define his habitual or at least characteristic choice of a point of view. Account for this choice so far as you can on grounds of the subject-matter of his stories." Another exercise tells the student to "read *Edwin Drood*, up to the point at which Dickens left it unfinished, and infer from what you have of the story, its necessary outcome, etc." The mature student would turn to Forster's *Life of Dickens* and "crib" the business; the immature pupil—let us not think what he would do. Another exercise plans for the student to "discriminate carefully

the characters of Mrs. Primrose in *The Vicar of Wakefield*, Mrs. Bennet in *Pride and Prejudice*, and Mrs. Tulliver in *The Mill on the Floss*, noting likenesses as a basis for their manifest differences. Observe the means of character-drawing employed for each." Such exercises, ingenious and penetrating as they are, are nevertheless far beyond the secondary-school pupil. Hence we reject that feature of the book which lays stress on the training of pupils in composition on such themes. But in rejecting this feature of the book we reject the least important part of it.

We are quite in accord with the authors when they assert that the "best fruits are perhaps, after all, those of appreciative reading." Any book—and this book is one of the best for that purpose—that leads a teacher or a pupil to a right discrimination in the just values of fiction-writing, in a quickening of the senses for artistic technique in story-telling, and as a corrective for the neurotic, erotic, and tommyrotic fiction which deluges us today, is worthy of a permanent place in our school libraries—and, if possible, in the schoolroom. The judicious teacher will prize this book for the purposes named, and he will give much of this strong and energizing book to his pupils in homeopathic doses.

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H. E. COBLENTZ

A Course in Vertebrate Anatomy: A Guide to the Dissection and Comparative Anatomy of Vertebrate Animals. By H. S. PRATT. Boston: Ginn & Co., 1906. Pp. x+300.

The writer has no hesitation in commending Pratt's manual of vertebrate dissection as the best single work accessible to the high-school and college teacher, for elementary work in the comparative anatomy of the vertebrates. And this commendation is made after six months' practical use of the book in the laboratory.

The work includes practical directions for the dissection and study of seven types of vertebrates: the dogfish for the elasmobranchs; the perch for the teleosts; the *Necturus* and frog for the amphibians; the turtle; pigeon; and cat. Either *Necturus* or the frog, preferably the former, might profitably have been omitted, though no one will quarrel with the author for giving too much. Each type is treated independently of the rest, and may be studied separately, the teacher omitting any that he may deem necessary; a very praiseworthy arrangement, since the complete course, to be done in any save a very superficial way, is too extended for the usual high-school or even college curriculum. The book of course requires, or at least supposes, collateral study and reading on the part of the student, and especially systematic lectures and instruction on the part of the teacher. It is strictly a laboratory guide, not a treatise on comparative anatomy; and it is one that has been sadly needed.

One might have wished that the author had omitted entirely the very incomplete, incorrect, antiquated, and obsolete outline of the classification of the vertebrates, for which, however, the author is responsible only in accepting Wiedersheim as an authority. The work itself, for which the author is responsible, is remarkably free from errors; the reviewer has observed a very few only.

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S. W. WILLISTON